

KERALA READER

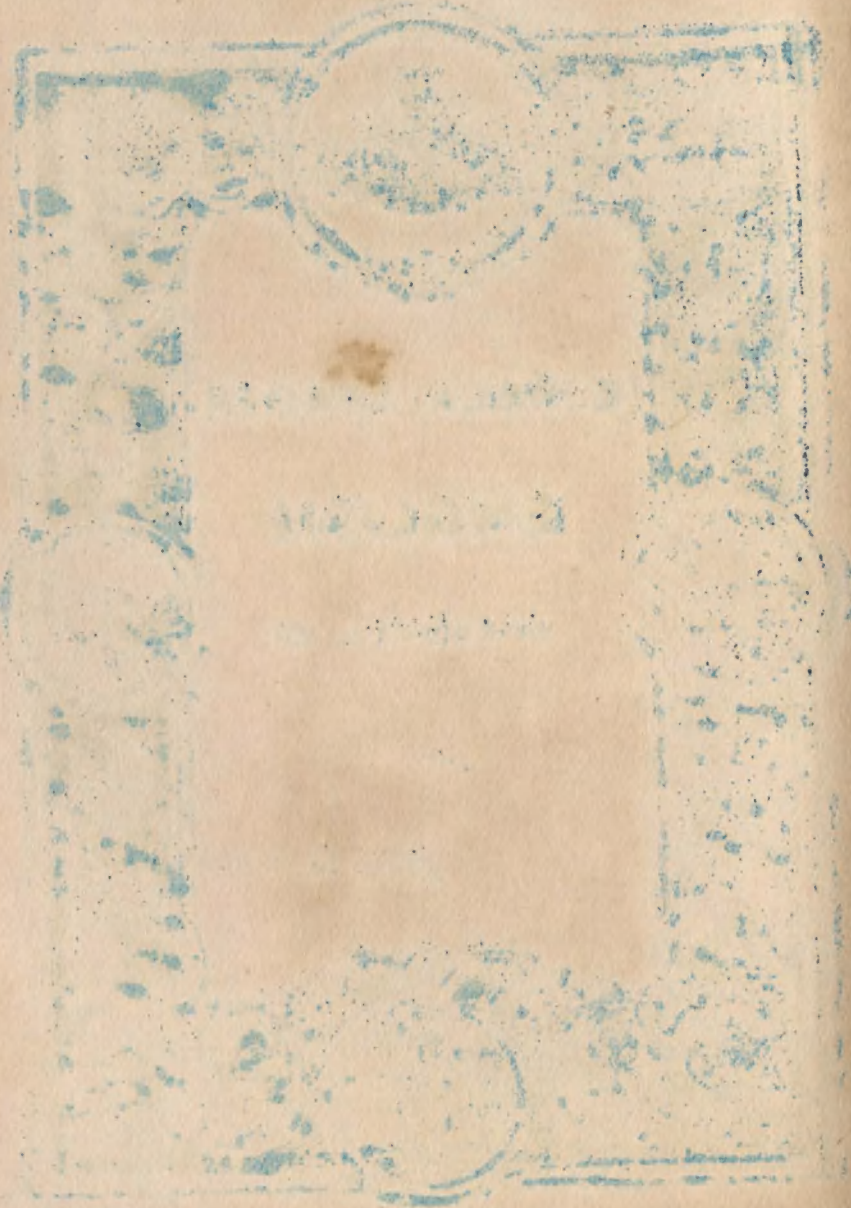
ENGLISH

STANDARD VII

1975

Price: Rs. 1-20





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PLEDGE

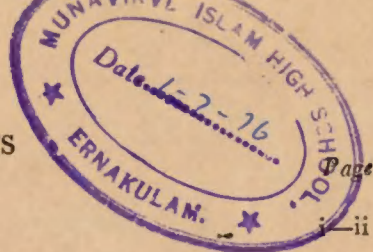
India is my country, all Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

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NOTE TO THE TEACHER

This Book is intended for Standard 7 pupils. It consists of twelve prose lessons and six poems. The teaching items and the words newly introduced in each prose lesson are listed at the top of each lesson.

The teaching items are all taken from the syllabus prescribed by the Department of Education. The numbers against the teaching items in this book are the same as those in the syllabus. If you look up the syllabus, you will also find sentences illustrating the teaching items.

We have classified the new words into two groups—those meant for *active use* and those meant for *passive understanding*. Words meant for passive recognition have been marked with an asterisk; the others are meant for active use.

In teaching English there are four language skills involved. They are: listening, speaking, reading and writing. All the four skills are to be taught, in that order, with regard to every structural or vocabulary item. In presenting these items you are advised to follow the oral—situational approach. Present the items orally making use of classroom situations to convey meaning. You can also use situations outside the classroom. You can get the pupils to perform some actions and use these situations for language practice. You can also draw pictures on the blackboard or use pictures printed in colour.

Practise the new items using several situations. Get the class to repeat the sentences in chorus, in smaller groups and individually. Towards the end get the children to use the new items in similar but new situations. If they cannot do this, they have not yet learnt the items and more teaching is needed.

Do not start work on the reading passage until the pupils have mastered the new language items—both structural and *active* vocabulary. You may need 3 or 4 periods for this preparatory language

work. Now you can get the class to read the lesson and explain the *passive* vocabulary. You can also ask the pupils to guess at the meanings of some of these words from the context. The reading passage is mainly meant for comprehension and the pupils should therefore be encouraged to read it silently. However to help the weaker pupils in the class you can read parts of the lesson aloud. Feel free to divide each lesson into convenient sections or units for reading practice.

At the end of each lesson you will find a number of language exercises in addition to comprehension questions based on the reading passage. Give more time to the language exercises than to the short questions on the reading passage. It is essential to do the exercises orally in the classroom before you ask the pupils to write them at home. You may do part of an exercise orally with the whole class and set part of it for homework.

The poems at the end of the Reader are intended for enjoyment. Decide which words may cause difficulty to your pupils and teach them before you teach the poem. Then read the poem aloud twice or three times and get the children to read it after you. Then put some teaching questions in order to help the class to concentrate on the main ideas in the poem. Do not attempt to teach everything about the poem. At any rate avoid lengthy explanations, paraphrases and written summaries.

For detailed guidance in planning the work for the whole year, please refer to the **TEACHER'S HANDBOOK** (Parts I and II).

LESSON 1

SANCHO'S JUDGEMENT

Teaching Items:

5. Present Perfect

9. S x V x I. O. x D. O.

S x V x D. O. x to x I. O.

26. another, the other, others.

New Words:

baton*	gold	office (r)	swear*
court (ier)	island*	pilgrim (age)*	while (n)
discover	justice	puzzled*	wise
explain	lie (n)	repeat	wonder
(in) fact	oath*	step	

Have you heard of Sancho Panza, a friend of Don Quixote? He was once a ruler of a small island. He was wise and good, and loved his people.

Two old men came to Sancho's court one day. One was tall. The other was short. The short man had a stick in his hand.

The tall old man bowed to the king and said, "I gave this man a hundred gold pieces and went on a pilgrimage. Now he says he has given me back the money, but in fact he has not. I pray for justice, O King."

Sancho looked at the short man and said, "Did he give you a hundred gold coins?"

"Yes, he did," the short man said. "But I have given him back those coins. I only gave them to him a week ago. Now he wants another hundred pieces! How can I give him another hundred coins? I pray for justice, O King."

"No, he is telling a lie. He has not paid me back the money. It is true I came to town last week. But I met him only yesterday."

Sancho was puzzled. He turned to the short man and said, "Speak the truth, you old man. You haven't given him the coins, have you?"

"I repeat I have given him back the coins. I can swear by your baton, O King," the short man said.

Sancho then held out his baton. The short man passed his own stick to the other old man, touched the King's baton and said, "In the name of God I swear I have given him back the hundred gold coins." He then got back his stick and left the court. The other old man also left the court. They walked down the palace steps.

Sancho Panza watched them. He was not happy. He shut his eyes and thought deeply for a while.

"Bring back the two old men," he shouted.

The two men came back to the court the next minute. "What is the King going to do with them?" the others wondered.

Sancho said to the short old man, "Let me have your stick. I want it for a minute." The short man gave Sancho his stick.

He gave it to the tall old man and said, "Now you have got your money. You can go."

"I have got my money? No, not at all. You have only given me this stick!"

"Right. That stick has your hundred gold coins inside it," Sancho said.



An officer of the court broke the stick and the gold coins rolled out on to the floor !

The courtiers watched in wonder. "How did you discover the truth, O King?" they asked.

"My dear men," Sancho said, "the short man gave his stick to his friend before the oath, and took it back from him after the oath. But I knew he spoke the truth. I could explain it only this way !"

The old men and all the others in the court wondered at Sancho's wisdom. "Long live our King!" they shouted.

A. Comprehension

Exercise 1:

Answer the following questions :

1. How much money did the tall man give the short man ?
2. Did the short man give him back the money ?
3. Who did the tall man go to for justice ?
4. What did the short man do before the oath ?
5. What did he do after the oath ?
6. Where were the hundred coins ?
7. How did Sancho find this out ?

B. Language

Exercise 2:

Fill in the blanks with *is opening* or *has opened*:



Janardanan.....his box.



Muralidharan.....his box.

Mrs. Chandran her
handbag.



Mrs. Bhaskaran..... her
handbag.



Mr. Kuriakose.....the door.



Mr. Nair.....the door.

John.....the book.



Josephthe book.



Exercise 3:

Fill in the blanks with the right forms of the verbs given in brackets :

1. Manjula has———her homework. (do)
2. The teacher has———the blackboard. (clean)
3. Muhammed has———the biscuits. (eat)
4. Ravi has———the picture. (paint)
5. These boys have———the sea. (see)
6. Sita has———her ring. (find)
7. I have———you eight questions. (give)
8. You have———them all. (answer)

Exercise 4:

Rearrange the following words to make sensible sentences :

1. a book, has given, he, me
2. showed, a beautiful picture, the boys, the teacher
3. her, a pen, give
4. the ball, me, throw
5. told, a story, the grandmother, the children
6. the way to the post-office, the policeman, the stranger, showed
7. the thief, the dog, a biscuit, threw
8. us, the radio, world news, gives.

Exercise 5:

Rewrite the following sentences as shown in the example below :

Example : I gave a box to him.
I gave him a box.

1. Sita's mother gave a new ribbon to her.
2. Mohan showed his new shirt to his friend.
3. Alice told a story to her sister.
4. Madhavan threw a piece of bone to the dog.
5. The teacher showed a map to the boys.
6. The postman brings letters to us.
7. My father gave a new pen to me.
8. The dictionary gives the meanings of words to us.

Exercise 6:

Answer the following questions :

1. Majnu has a blue frock and a green frock.
This one is green. What colour is the other ?
2. Ismail had six pencils. Yesterday he lost a pencil. Today he lost another pencil. How many has he got now ?
3. Leela has three brothers—Balan, Chandran and Ravi. This is Chandran. Who are the others ?

Exercise 7:

Fill in the blanks with *another*, *other* or *others* :

1. I bought two shirts. One was a cotton shirt. The———was a silk shirt.
2. I don't like this sari. Let me look at———.
3. Mr. Kesavan has three sons. Only one of them passed the examinations. The———failed.
4. There are two pencils on the table and one on the floor. There aren't any———in this room.
5. Here are three boys. One is tall. The———are short.
6. Here are two girls. One is short. The———is tall.
7. Yesterday I bought three pencils. Today I bought———two.
8. I gave my pen to my sister. I am going to buy———.

Exercise 8 :

Fill in the blanks choosing the right words from the list below :

(wise, swear, half, wondered, while, steps, lie, court, courtiers, officer, justice)

Two women had a quarrel. They quarrelled about a child. They went to the———of King Solomon for———. An———came out and asked them in. The women went up the———and into the court. The———were sitting in two rows. The king sat on his throne.

"Is this your child?" the king asked one woman.

"Yes, it is my child. I can———by your baton," she said.

"She is telling a———. It is my child," the other woman said.

The———king thought for a———. "I am going to cut the child into two. Let each woman take a———", he said. "Please don't kill the child," cried the first woman. "Give it to her." "Cut the child and give me half," the other woman said.

The King gave the child to the first woman and sent the other to prison. All the courtiers———at the judgement.

Exercise 9 :

The letters in the words in italics are jumbled up. Put them in order and write the sentences in your books:

1. Muslims go to Mecca on *pligirgame*.
2. England is an *danils*.
3. The boys *reteaped* the sentence after the teacher.
4. Columbus *doveriscd* America.
5. The two men went to Sancho's court for *liecujs*.

LESSON 2
SNAKES

Teaching Items :

2. too

6. Uncountables

7. some, any, no

16. many, a lot of, a few

New Words :

bite

body

breathe

common

damage

different

dose*

eyelid*

harmful

immediately

keen*

lay

lung*

rabbit*

save

seem

sense

sound

spit

spray*

suppose

swallow (v)

unconscious

whole



Every zoo has a snake pit. The zoos in Trivandrum, Madras, Mysore and Hyderabad have large snake pits. But the Trichur zoo has a lot of snakes in it. Have you been to it? There is a very large King Cobra there.

A snake, as you know, is a long animal without legs. It seems to be all tail with a small head in front. But in fact its tail is short. Between the head and the tail is its long body.

The snake has two eyes. Its eyelids do not move. They stay over the eyes and save them from damage.

We breathe with our lungs, and snakes breathe with their lungs too. A large number of snakes have only

one lung, but some snakes have two. Pythons have two lungs.

A snake has no legs but can move very fast. It can run ; it can climb ; it can also swim.

We hear with our ears. Do snakes hear the same way ? Have they got ears ? No, they have no ears. They do not hear sounds. But they can feel the movements of other animals on the ground. They have a keen sense of smell too.

Snakes eat different kinds of animals. Some snakes eat mice ; some snakes eat frogs. They do not cut them with their teeth. They eat them whole. They swallow them.

There are over 3000 kinds of snakes. The common kinds are the water snake, the tree snake, the rat snake, the green snake, the cobra and the viper. Some snakes are only fifteen centimetres long ; others are two to three metres long. There are some very big snakes, too, eight or nine metres long and they weigh about 140 kilos.



We find a very large number of snakes in Asia, Europe, Africa, Australia and America. Is there a country without any snakes ? Yes, in Ireland we do not find any snakes. In Hawaii there were no snakes for a long time. The first snake came from other countries.

You have seen the eggs of a snake, haven't you? Do all snakes lay eggs? Some snakes do; some snakes don't. The python, the cobra, the green snake and the rat snake lay eggs. A python lays about a hundred eggs at a time! But some other snakes give birth to young ones. Vipers and American water snakes belong to this class.

Cobras are poisonous. Suppose a cobra bites a man. What happens to him? The poison gets into his blood and spreads all over his body. In a few hours he becomes unconscious and dies.

In Africa there is a kind of cobra called the "spitting cobra". It sprays its poison around it to about four metres! This poison falls into the eyes of other animals and they lose their sight. Sometimes this poison falls into the eyes of a man. What can he do then? He can wash the poison out of his eyes immediately.

Are all snakes poisonous? Luckily they are not. Only one out of ten is poisonous; and a large number of these snakes have only a small dose of poison in them. In fact very few snakes are harmful to man.

A. Comprehension

Exercise 10:

Answer the following questions:

1. How do snakes breathe? How many lungs has a python?
2. How do snakes know the presence of other animals?
3. Is there a country without snakes?
4. Does a viper lay eggs?
5. Suppose a cobra bites a man. What happens to him?
6. What does a 'spitting cobra' do?

Exercise 11:

Say whether the following statements are true or false :

1. All snakes are poisonous.
2. A snake has no ears.
3. A python has only one lung.
4. A spitting cobra is not harmful.
5. All American water snakes lay eggs.

6. Snakes do not bite their food.
7. Snakes can move very fast.
8. In Hawaii there are no snakes.
9. There is a King Cobra in the Trichur zoo.

B. Language

Exercise 12:

Split each of the following sentences into two as shown below:

Example: Both John and Mary can sing.

John can sing. Mary can sing too.

1. Both Saroja and Vanaja can dance.
2. Both the python and the cobra lay eggs.
3. We find snakes in Asia and also in Africa.
4. Snakes eat mice and also frogs.
5. Both the lion and the tiger are wild animals.
6. My sister likes Carnatic music and also Western music.

Exercise 13:

Some blanks need a. Some need an. Some need neither.

Put in a or an only where necessary and write the sentences.

1. I eat ——— apple every day.
2. My brother likes ——— bread and ——— jam.
3. My sister drinks ——— milk every evening.
4. My father has ——— egg every morning.
5. My mother eats ——— rice. She does not eat ——— wheat.
6. My uncle has ——— walking-stick. It is made of ——— wood.
7. My aunt has ——— pair of spectacles. They are made of ——— metal and ——— glass.

Exercise 14:

Fill in the blanks with some, any or no.

1. There are ——— snakes in Ireland.
2. Are there ——— books on the table?
3. There is ——— water in the jug. I can drink it.
4. I am hungry, but there is ——— food in the kitchen.
5. There aren't ——— pencils in this box. How can I write?
6. There aren't ——— bullets in my gun. I can't shoot ——— birds today.
7. I can see ——— butterflies on that plant. Let me catch one.
8. There are ——— pictures at all in this book. I don't like it.

Exercise 15:

Are there many	glasses books spoons animals	in the zoo ? in our library ? on the plate ? in the cupboard ?
----------------	---------------------------------------	---

Write five sensible questions using the table given above.

Answer each of them in two ways as shown below:

Are there many animals in the zoo ?

1. Yes, there are a lot of animals in the zoo.
2. No, there are not many animals in the zoo.
There are only a few.

Exercise 16:

Answer the following questions with Yes. Use the words given in brackets along with has/have:

Example:

Is your father in ? (just come)

Yes, he has just come.

1. Are you very tired ? (just walked five kilometres)
2. Is the room clean ? (just washed it)
3. Do you know Delhi ? (been there three times)
4. Is the coffee ready ? (just made three cups)
5. Can I listen to the news ? (switched on the radio)
6. Is the headmaster in ? (just come in)
7. Is she hungry ? (only eaten one idli)
8. Have they a car ? (bought one)

Exercise 17:

Fill in the blanks with suitable words:

(lays, harmful, common, save, spit, damage, sense, suppose, eyelid, dose)

1. Do not ——— on the road.
2. ——— you see a snake in your garden. What will you do?
3. The crow is a ——— bird.
4. The eagle can see things from a great height. It has a keen ——— of sight.

5. The hen ——— eggs. It doesn't give birth to young ones
 6. The farmers spray some chemicals over their crops. In this way they kill ——— insects and ——— the crops from ———.

Exercise 18:

Match the words in A with their meanings in B.

A	B
1. immediately	say or do again
2. swallow	take in air and let it out
3. different	at once
4. repeat	eat in one piece
5. explain	not the same
6. breathe	say in different words
	not easy
	after some time

Exercise 19:

Study the spelling change below:

bite + ing = bit + ing = biting

Now write down the —ing forms of the following words:

bite	biting	come	.....
save	.....	close	.....
praise	.....	lose	.....
write	.....	escape	.....
move	.....	salute	.....
love	.....	hide	.....
like	.....	invite	.....
take	.....	rule	.....
live	.....	shake	.....
dance	.....	wake	.....

Note: tie + ing = tying

lie + ing = lying

LESSON 3

GHEERBRANT AND THE GUHARIBOS

Teaching Items:

3. Future of to be (*Revision*)
4. Future of full verbs
12. one of, two of, etc.
17. If.....
24. Reflexive pronouns

New Words:

adventure	difficult	metal	swamp*
arrow*	guide	nail	tip
bamboo	implement*	probably	travel(ler)
bow (n)*	impossible	safe	tribesman*
chief	insect	(a) shore	victim*
company	jungle*	(in) spite (of)	whisper
congratulate	leap	strange	

Kiran was biting his finger nails. "Look at Kiran," said the teacher. "Now he is eating himself. Tomorrow he'll eat his neighbour."

The children laughed.

"What will I be if I eat my neighbour, sir?" asked Kiran.

"You'll be a man-eater, my boy," said the teacher.

The children laughed again.

Have you heard about man-eaters? Probably you have. If you haven't, read Jim Corbett's book, "Man-eaters of Kumaon".

In that book you will come across one kind of man-eaters, man-eating tigers. But in this lesson you are going to read about another kind of man-eaters and some travellers' adventures with them.

These man-eaters were the man-eating tribesmen called the Guharibos. They lived in the thick forests between the Orinoco and the Amazon rivers in South America. They had no implements of stone or metal.



They could not build huts or make boats. But they were very dangerous. Their bows were six feet long and their arrows had bone tips or tips of bamboo. And they killed and ate their victims. We cannot tell you much about them in this short lesson. Read Alain Gheerbrant's book "The Impossible Adventure" if you are not frightened already.

Alain Gheerbrant was a young writer and he lived in Paris.

"Bring a camera and have three months' holiday with me in South America," said one of his friends to him one day. Gheerbrant agreed and went to South America in May 1949 for his "holiday". Gheerbrant and his friends travelled through the thick forest between the Orinoco and the Amazon. It was a difficult journey. The

forest was full of poisonous snakes and insects and there were dangerous rivers and swamps. In spite of their guides they got lost in the jungle. It was late at night, so they made camp on the banks of a river. They woke early and washed themselves in the river. Suddenly a boat came in sight. In it there were three strange people. The travellers watched them. The boat stopped and two of those strange men leaped ashore. Gheerbrant saw their large bows. They were the Guharibos—the man-eaters.

“What will they do if they see us?” asked Pierre, one of Gheerbrant’s friends.

“You won’t die. They haven’t seen us,” whispered Gheerbrant. “Come on! Let’s hide ourselves. Quick.” But it was no use. One of the Guharibos was aiming his arrow at the travellers.



“What shall we do now?” wondered the travellers. They walked towards the man in the boat. Now Pierre felt in his pocket for his packet of cigarettes. He took out a cigarette, lighted it and gave it to the man in the boat. The Guharibos took it and bit it. Then he asked for the whole packet of cigarettes. The travellers gave him the cigarettes and a box of matches. Then they gave him their clothes and shoes. Now Gheerbrant and Pierre asked for their bows and arrows. The Guharibos handed them

Now look at the following schedule and rewrite the following sentences using will and won't.

<i>Bus</i>	<i>Departure time</i>
No. 1	5. 15 p.m.
No. 2	5. 45 p.m.
No. 3	6. 00 p.m.
No. 4	6. 30 p.m.

- (a) If Narayan takes bus No. 1, he——reach the airport at 5.45 p.m. He——miss the plane.
 (b) If he takes bus No. 2, he——be at the airport at 6.00 p.m.
 (c) If he takes bus No. 3, he——miss the plane.
 (d) If he takes bus No. 4, he——reach the airport before 7 p.m.

Exercise 25:

Fill in the blanks in the following passage choosing the words from the list of words given below:

(travellers, guide, safe, strange, company, chief, leap, probably, congratulate, in spite of)

The Chola Nayakans live in caves. Some——discovered them some time ago.

The Chola Nayakans are not dangerous. The travellers felt——in their——.

The tribe is not very large. ——there are only ninety of them. And they have a ——.

They keep their 'homes' clean. But they do not have baths at all.

Shall we write to the travellers and——them on their discovery?

Exercise 26:

Fill in the blanks with the missing letters and write down the words in your book:

gu—d—, c—mp—ny, ch—f, di——ic—lt.

adv—nt—r—, imp—s—ibl—, pr—b—bly, w—sp—r.

LESSON 4

THE KING IS DEAD

Teaching Items :

28. When.....
30. more.....less
31. Comparisons: as....as
not as....as
33. Comparatives and superlatives—er—est

New Words:

almost	equal	moment	sure
assemble	forward	peace	trumpet*
beloved*	graceful*	popular	use
brains	hero	quality	voice
choke*	human being	sign	well-known
claim	hyena*	sob*	worthy
courage	intelligence	soft	
doubt	leopard*	speed	

The forest was quiet. The animals were sad. They were waiting for news about their king.

“The king is dead. Let’s choose a new king,” said the fox when the old lion died. All the animals of the forest, big and small, assembled under a big tree.

“Friends,” said the fox. “Our beloved king is dead. We have lost a great leader.” His eyes filled with tears and his voice was choked with sobs.

"But we are all equal," the fox continued and looked at the elephant. "Don't go by size. Even the weakest animal can become the king."

"I am far worthier than the proudest and bravest of you," said the leopard. "Look at my beautiful skin."

"You are not as good as I am," replied the bear. "I am stronger and more courageous than you. Who can climb like me? Friends, if you are fair, you can only choose me."



"I am not a fighter. I love peace," said the horse. "But I am more graceful than the leopard or the bear."

"Grace and strength are not as useful as brains," shouted the fox. "And I am the cleverest of all. I am the hero in almost every one of Aesop's Fables."

"That's a lie," said the donkey. "Aesop has written about all of us".

"But I am the fastest," said the deer in a soft voice. "And speed is the least important of my qualities. Look at my eyes."

"Where will you find a better king than me?" asked the monkey. "I am nearer to human beings than you all are."

Remember, they look like me. And I am as clever as they are."

"No doubt, they look like you. But they laugh like me," said the hyena.

"But I can speak like human beings," said the parrot.

"And speech is a sure sign of intelligence."

"Hee.....haw..... hee.....haw..... you can't forget me. I am the most popular among our human friends," said the donkey. "My name is well-known."

"Silly ass," said the buffalo.

The animals laughed.

"Quiet," said the fox. "This is not the time for fun. Our king is dead. And we can't live without a king."

At that moment the elephant stepped forward. The fox was frightened and ran behind a tree. The other animals stood quiet when they saw the elephant.

"Friends," began the elephant.

"Who is speaking?" asked the pig. "I can hear you, but I can't see you."

"But I can see you. Just listen to me," said the elephant. "I have heard you all. You are all very good. But I am far better than all of you. Look at me.....And who will stand before me when I trumpet? Listen!" The elephant trumpeted loudly. All the animals were frightened.

"Let him be our new king. He is stronger and louder than all of us," said the giraffe.

"But we are all equal," shouted the fox from behind the tree.

The animals did not listen to the fox. They chose the elephant. "Hurrah to our new King. Long live our King," they shouted and went away.

"Tools! What did they find in that elephant?" said the fox when he was all alone.

A. Comprehension

Exercise 27:

Answer the following questions:

1. Why did the animals assemble under the tree ?
2. What happened to their old king ?
3. What did the following animals say about themselves ?
 - (a) the leopard
 - (b) the bear
 - (c) the horse
 - (d) the fox
 - (e) the deer
4. Why did the animals laugh at the donkey ?
5. Which animal became the king in the end ?
6. Was the fox happy ?
7. What did he say ?
8. Which animal's claim do you find most interesting ? Why ?
9. What are the qualities you will look for in your leader ?

B. Language

Exercise 28:

Read the following passages:

(a) Raj works in a car workshop. They mend cars in the workshop. It is open from 8 a.m. to 6 p.m. Raj is 180 cm. tall and weighs 60 kilos. He was born in 1923. He has a wife and six children. He lives in a big house (four large rooms and a kitchen) about five miles from the workshop. He goes to work on the bus; it costs 40 paise. He earns Rs. 400 a month. He saves Rs. 50 a month.

(b) Mohan works in the University. He is a clerk in the office. It is open from 10 a.m. to 4 p.m. He is 165 cm. tall and weighs 65 kilos. He was born in 1932. He has a wife and two

children. He lives in a small house (two rooms and a kitchen) about two miles from the University office. He also goes to work by bus. It costs 20 paise. He earns Rs. 200 a month and saves Rs. 15.

Now fill in the blanks in the following sentences with Raj or Mohan

Example: _____ works longer than _____

Raj works longer than Mohan.

1. _____ is shorter than _____.
2. _____ is heavier than _____.
3. _____ is older than _____.
4. _____ has a bigger family than _____.
5. _____'s house is smaller than _____'s.
6. _____ earns less than _____.
7. _____'s bus journey is more expensive than _____.
8. _____ is poorer than _____.

Exercise 29:

Look at these examples:

- (i) A. Strength is more useful than courage.
B. Courage is not as useful as strength.
- (ii) A. An elephant is heavier than a bear.
B. A bear is not as heavy as an elephant.

Now you write sentences of type B:

- (iii) A. A bear is more courageous than a leopard.
B. _____.
- (iv) A. A horse is more graceful than a leopard.
B. _____.
- (v) A. An elephant is stronger than a lion.
B. _____.
- (vi) A. A buffalo is cleverer than a donkey.
B. _____.
- (vii) A. A tiger is more dangerous than a bear.
B. _____.

Exercise 30:

Study the table below:

<i>Name</i>	<i>Date of birth</i>	<i>No. of votes</i>	<i>Position</i>
Gopala Menon	1914	5000	Chairman
Abdulla	1925	2000	Secretary
Achuthan	1930	1000	Member
Bharathan	1940	1000	Member

Complete the following sentences using the right forms of the words in brackets:

(a) *Age:* (old, young)

Gopala Menon is the ——— member of the Committee.

Abdulla is not ——— Gopala Menon.

Bharathan is the ——— member of the Committee.

Achuthan is ——— Bharathan.

(b) *Votes:* (popular)

Gopala Menon is the ——— member.

Achuthan is ——— Bharathan.

Bharathan is ——— Abdulla.

Abdulla is ——— Achuthan.

(c) *Position:* (important)

Gopala Menon is the ——— member of the Committee.

Abdulla is ——— than Gopala Menon but is ——— than Bharathan.

Bharathan is ——— Achuthan.

Exercise 31 :

Make any ten sentences from this :

My father was writing a letter	when we came home.
The baby was crying	when I opened the door.
He was listening to the radio	when the bell rang.
She was talking to her friend	when they arrived.

Exercise 32 :

Fill in the blanks in the following sentences choosing words from the list given below :

(well-known, use, speeds, soft, claim, signs, peace, intelligent, human beings, almost, assemble, courage, popular, intelligence, sign.)

1. X : Have you heard of Sir C. V. Raman ?
Y : What a question ! Who does not know him ?
He is _____.
2. Every day we _____ in the school hall for prayers.
3. It is safer to be a soldier in time of _____ than in time of war.
4. If you do not understand traffic _____ you cannot be a safe driver.
5. During the recent war with Pakistan our jawans showed great _____.
6. Space ships fly at very high _____.
7. The ground becomes _____ after the rain.
8. Animals do not speak. They do not use language. Only _____ use language.
9. Chimpanzees are very _____. One of the Chimpanzees called Washoo understands _____ language, the language deaf people use. But donkeys show little _____.
10. Prem Naseer is a very _____ actor.

Exercise 33 :

Combine the half sentences in A with their parts in B.

"Let's choose a new king," said the fox	when he was all alone.
Who will stand before me	when the old lion died.
"What did they find in that elephant?" said the fox	when I trumpet

Exercise 34 :

- I. Look at the following passage written in two different ways.
First it is written with capital letters and punctuation marks.
Then it is written without the capitals and punctuation marks.

A

"You won't die. They haven't seen us," whispered Gheerbrant
"Come on ! Let's hide ourselves. Quick." But it was too late.

B

You wont die they havent seen us whispered gheerbrant come on
lets hide ourselves quick but it was too late.

Now cover the first passage. Put in the missing capitals and punctuation marks in the second and rewrite it in your books.

- II. Now punctuate the following passage and write it in your books:

bring a camera and have three months holiday with me in
south america said one of his friends to him one day gheerbrant
agreed and went to south america in may 1949 for his holiday.

LESSON 5

VOLCANOES

Teaching Items :

14. Adjective clauses with the relative omitted

18. (a) want x to

(b) want x (pro) noun x to.....

20. help x (pro) noun x to.....

34. Why..... ? Because

New Words :

blacksmith*	grove*	mountain	underground*
bridge	gunpowder*	pressure	vineyard*
burn	heat	puff*	volcano*
chimney*	hurry	smoke	weapon
cool	lava*	soil	
flow	melt	steam	
gas	molten*	sulphur*	

In a little town on the island of Sicily lived a small family—the father, the mother and their son.

“Why are you pulling my clothes out of the cupboard, father?” the boy asked.

“Be quiet, boy. Be quiet,” the father said.

“Tell me, father. Why are you putting them in those boxes?”

“Don’t you see the smoke over there?”

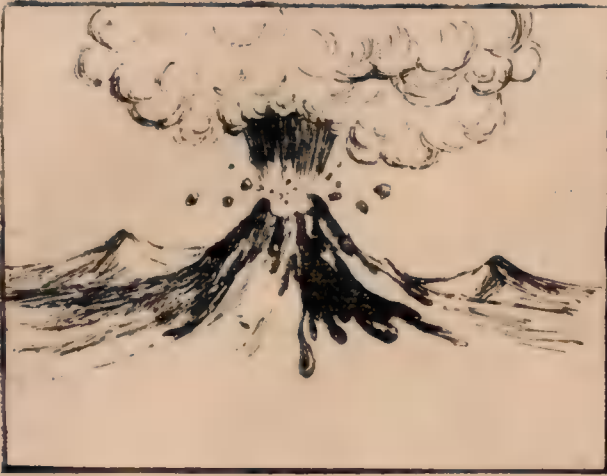
“The smoke? Where?”

“There. On top of the mountain. Look through the window.”

"Yes, I can see the smoke all right. But why are you packing the things in boxes?"

"Because the lava and ashes will soon be on us."

"The lava?"



"Yes, the mountain is now smoking. In a short time it will puff out ashes. Then it will throw out molten rock. This molten rock is called lava. It is very hot."

"What shall we do then?"

"We will move to another town."

"I don't want to leave this place. I don't want to move away from my friends."

"All the families will move out, boy. The hot lava will run over us if we don't go away."

"Where are we going to, mother?"

"Another town."

"Which town, mother?"

"I want you to be quiet and not ask me any questions. Please help me to put these things in the baskets. Quick."

The boy helped the parents to pack all their things in boxes and baskets. In ten minutes the family were on the road. Many other families were leaving too. They were all walking fast. The little boy turned round and had a last look at the home they loved. He saw thick clouds of grey ash over the mountain.

"I can smell gunpowder, father," the boy said.

"No, it isn't gunpowder. It is sulphur. The ashes have sulphur in them. Look at those dead birds on the ground. They have died because the sulphur has choked them."

"But where were these ashes all these days?"

"They were underground. There is a big hole on top of the mountain. Gas and steam come out of the hole. When the pressure rises, the gas and the steam push out sulphur ashes. They also throw up big pieces of rock."



The father, the mother and the son were walking and talking at the same time. Suddenly the boy stopped. He pointed to the mountain top and said, "Look at that river, father."

"That isn't a river. It is the lava I talked to you about. The rock has melted in the heat and is flowing out. It will very soon come to our town. Let us walk faster."

“What will happen to our house, then?”

“Well, I don’t know. Ten years ago the lava came as far as our house. It burnt down the house and destroyed the fields. We lost our crop.”

“Does the lava flow very far?”

“Yes, it does. It runs miles and miles. Once, in Columbia, the lava flowed two hundred miles!”

“Our town isn’t safe then. I don’t want to go back there. Let us stay in the new town we are going to.”

“But we have a lot of vineyards and orange groves in the old town.”

“Won’t oranges and grapes grow in the new town, father?”

“Yes, a little. But the lava in the old town makes the soil rich.”

“Do all mountains have holes on top?”

No, only some mountains do. We call them volcanoes.

“We call these mountains volcanoes, do we?”

“Yes, Vulcan is the blacksmith god. He has his shop underground. In this shop he makes weapons for other gods and goddesses. The volcano is the chimney of this shop.”

“Is that so?”

“I don’t know. People say so..... Let us hurry up, boy. I’ll tell you more about volcanoes some time later.”

A. Comprehension

Exercise 35 :

Answer the following questions :

1. How is a volcano different from other mountains ?
2. Why do we call it a volcano ?
3. What does a volcano throw out ?
4. What pushes these things out ?
5. Why do people move out when a volcano is active ?
6. How far does the lava flow ?

7. Why do birds die when a volcano is active ?
8. How does the lava help the soil ?

Exercise 36 :

The following statements are wrong. Correct the mistakes and rewrite them:

1. All mountains have holes on top.
2. The lava spoils the soil.
3. The ashes have gunpowder in them.
4. The gas and the steam push down sulphur ashes.
5. The sulphur ashes are called the lava.

B. Language

Exercise 37 :

Match the sentences on the left with their endings on the right and write the complete sentences.

I liked the book
That is the lion
This is the handbag
This is the song
Ibrahim showed his father
the medal
I do not know a problem
That is not the picture

the hunter shot.
he won in the race.
my brother painted.
I borrowed from the library.
my sister bought last week.

Kamala played on her veena.
my teacher has set for
homework.

Exercise 38 :

To each of the following sentences, add another. Use 'wants to' in your second sentence. Write both the sentences in your book.

Example : The fisherman is going to the sea. _____
The fisherman is going to the sea. He wants to
catch fish.

1. The hunter is going to the forest. _____
2. The mongoose is running to the snake. _____
3. The postman is going to Mr. Nambiar's house. _____
4. The robber is making a hole in the wall. _____
5. The child is taking the toy. _____
6. The woman is carrying some fruit to the market. _____
7. The man is going to the ticket clerk. _____
8. The keeper in the zoo is going to the cages. _____

Exercise 39 :

Rewrite each of the following sentences using wanted..... to

Example : "Bring me some water, Ramu," the old man said.

The old man wanted Ramu to bring him some water.

1. "Buy me a stamp, Saroja," her mother said.
2. "Sing a song, Murali," the teacher said.
3. "Kick the ball, Abdul," Hameed said.
4. "Post this letter, Narayanan," his father said.
5. "Switch on the radio, Kamala," her brother said.
6. "Don't look into the book, Madavan," the teacher said.
7. "Don't open the windows, Sridharan," his father said.
8. "Don't shout, Padmanabha," his mother said.

Exercise 40 :

Make sentences from B to fill in the blanks in A.

A

1. This box is very heavy. _____
2. She can't open the bag. _____
3. The old man wants to go to the other side of the road. _____
4. Mr. Jones wants to go to the railway station. _____
5. I want to draw a picture. _____
6. Mr. Damodaran wants to make a cup of coffee. _____

B

Please help	him	to open it.
	me	to get a taxi.
		to light the stove.
	her	to carry it.
		to cross it.
		to paint it.

Exercise 41 :

Put the right ending after each beginning and make sensible sentences :

- | | |
|---------------------------|-----------------------------------|
| I can't read | because it is very heavy. |
| He can't drink his coffee | because he hasn't a pen. |
| She can't carry this box | because he hasn't a bat. |
| They can't buy books | because it is raining. |
| Mr. Green can't write | because I haven't got my glasses. |
| Mary is running to school | because they haven't any money. |

John can't play because she is late.
 We can't go out now because it is very hot.

Exercise 42:

Fill in the blanks choosing the right words :

(gas, melts, pressure, weapons, bridges, flow, steam, mountains, heat, cool, hurry, gunpowder, burn)

1. When we pump air into a cycle tube, the———of the air in the tube rises.
2. The sun gives us———and light.
3. Water becomes———at 100° C.
4. Rivers———from the———to the sea.
5. People go to the beach in the evenings and enjoy the —— breeze.
6. We build —— across rivers.
7. Rich people use —— stoves. They do not use kerosene stoves.
8. You will be late for school if you don't———up.
9. If we heat a lump of ice, it———.
10. People in the Stone Age used sharp stones as their———.

Exercise 43:

- I. Look at the following passage written in two different ways. First it is written with capital letters and punctuation marks; then it is written without the capital letters and punctuation marks.

A

"Where are we going to, mother?"
 "Another town."
 "Which town, mother?"
 "I want you to be quiet and not ask me any questions. Please help me to put these things in the baskets."

B

where are we going to mother
 another town
 which town mother
 i want you to be quiet and not ask me any questions
 please help me to put these things in the baskets.

Now cover the first passage. Put in the capital letters and the punctuation marks in the second and rewrite it in your books.

- II. Now punctuate the following passage using capitals where necessary :

where are they going to father
 to the temple
 which temple father
 the venkateswara temple on top of the hill over there.

LESSON 6

GULLIVER IN BROBDINGNAG

Teaching Items:

- 22. ask and tell.....
- 27. while.....
- 32. used to.....

New Words:

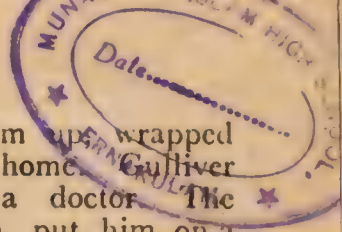
capital	(un) fortunately	sea	surprise
corn	giant*	(in) search (of)	tease*
coward	grass	ship	thunder
dwarf*	homesick	storm	worry*
eagle*	ladder	straight	wrap
entertain	performance		

Many books tell you about Gulliver's adventures in Lilliput. But in this lesson you are going to read about Gulliver's visit to Brobdingnag.



Gulliver was a giant among the people of Lilliput, but in Brobdingnag he was only a dwarf. The people of Brobdingnag looked like tall buildings and when they spoke, their voices sounded like thunder. Even children of your age were about forty feet high.

Gulliver travelled as the doctor in a ship called "The Adventure". After a storm near Africa, Gulliver and his friends had no drinking water in the ship, so they went ashore on a strange island in search of fresh water. The strange island was Brobdingnag. Gulliver's friends went back to the ship, but unfortunately a giant farmer found Gulliver in his cornfield while he was



cutting the corn. The farmer picked him up, wrapped him in his handkerchief and carried him home. Gulliver worked for his master—but not as a doctor. The farmer used to take Gulliver to the town, put him on a table and ask him to do tricks. The people laughed and gave the farmer money.

“Let’s carry him to the biggest cities of our land and show him to the people,” said the farmer’s daughter one day.

By the by, I am sure you want to know her name, don’t you? Here it is! Glumdalclitch. Even the names are long and difficult!

The farmer agreed and two months after Gulliver’s arrival, the farmer set out on a long journey to the capital city of Brobdingnag. And they stopped at towns and big houses on the road and showed Gulliver to the people. One day they arrived at Lorbrulgrad, the capital city of Brobdingnag.

Gulliver gave a number of performances in the capital city. Now, one day a man came from the king’s palace and told the farmer to take Gulliver to the palace.

“So you are Gulliver!” said the Queen in surprise when he saw our dwarf. “I have heard of your tricks and I wanted to see you.”

Gulliver gave a performance at the palace. The Queen was pleased with Gulliver. She asked the farmer to sell Gulliver to her. The farmer agreed. The Queen gave him a thousand gold coins.

When the farmer left, the Queen took Gulliver in her hand and carried him to the King. She put him on his feet on the desk and told him to tell the King about himself. The King listened to Gulliver’s story and asked the Queen to take care of him.

But Gulliver was not very happy in the palace. The Queen’s own dwarf used to tease him. Once, while they were eating, the dwarf caught Gulliver and dropped him into a milk-jug. Another time, while Gulliver was walking

under an apple tree in the palace garden, the dwarf shook the tree and the giant apples fell on Gulliver's head. Then there were the flies of Brobdingnag. They were about the size of small birds. Gulliver was afraid of them. And the Queen used to call him a coward. Gulliver was also homesick. He was away from his wife and children. He used to walk alone in the palace garden and think of his family.



One day, while Gulliver was lying on the grass in the garden, a small dog—but, about the size of a big cow—found him and took him in its mouth and ran straight back to its master. All the people had a good laugh. Even the monkeys worried Gulliver. Gulliver's nurse used to lock him in her room. One day, while she was out, Gulliver was lying in his little box with the window of the room wide open. A monkey got into the room, pulled Gulliver out of the box, jumped out of the window and climbed on to the roof. Gulliver's life was in danger. The servants shouted and ran for a ladder. But when the ladder came the monkey was not there. It left Gulliver on the roof and ran away.

One day a boy-servant took Gulliver in his box down to the rocks near the sea. He left the box on a rock

and went in search of birds' eggs. While he was away an eagle carried off the box. Other eagles chased it. The eagle dropped the box into the sea. Fortunately for Gulliver, a ship sighted him and saved him. At last, after many adventures, Gulliver returned to his country.

A. Comprehension

Exercise 44:

Answer the following questions :

1. What was Gulliver ?
2. Why did Gulliver and his friends go ashore on the strange island ?
3. What happened to Gulliver ?
4. What did his friends do ?
5. What work did Gulliver do for his master in Brobdingnag ?
6. Why did Gulliver's master take him to the capital city ?
7. Why did he sell Gulliver ?
8. Write five sentences to show that Gulliver was only a dwarf in Brobdingnag.
9. How did Gulliver escape ?

B. Language

Exercise 45:

Look at the following example :

- (a) The teacher said :
Shobha, go home and get your Reader.
The teacher told Shobha to go home and get her Reader.
- (b) The teacher said :
Radha, get me a piece of chalk, please.
The teacher asked Radha to get her a piece of chalk.

Now rewrite the following sentences using ask or tell:

The teacher said :

- (i) Nirmala, look at your book.
- (ii) Narayan, open the windows, please.
- (iii) Ravi, read the first paragraph.
- (iv) Sridhar, clean the blackboard, please.
- (v) Geetha, stand in the corner.

- (vi) Mohan, take these books to the staff-room, please.
- (vii) Class, learn the spelling of the new words.
- (viii) Class, read lessons 2 and 4 for the class test.

Exercise 46:

Make meaningful sentences from this table :

While she was singing	we did not talk to her.
While the patient was resting	we were reading.
While she was examining the patient	we were laughing.

Exercise 47:

Look at this sentence from the lesson :

The giant farmer found Gulliver in a corn-field while he was cutting the corn.

Now pick out similar sentences from the lesson. There are five more.

Exercise 48:

Fill in the blanks using while or if :

1. She will be angry——you talk to her about her daughter.
2. You cannot read——you shut your eyes.
3. You cannot see the words——you do not open your book.
4. The thief broke into the house——we were sleeping.
5. He fell asleep——he was doing his home work.

Exercise 49:

Choose the missing words from the list given below and fill in the blanks in the following passage :

(almost, see, live, drives, never, proud, happy, expensive)

Hamid used to walk to work, but now he has a car and he——. He used to——in a small house close to his office, but now he has a big house outside the city. I used to——him——every day, but now I——see him. He used to wear plain clothes, but now he wears——clothes. He used to be very friendly, but now he is very——. But I don't think he is——now.

Exercise 50:

Fill in the blanks in the following passage choosing words from the list given below :

(unfortunately, voyage, cowards, courageous, sea, storms, sailor, corn, homesick, ships, in search of, surprise, strange, entertained, grass)

Have you read about Columbus, the adventurer from Genoa ? Probably you have.

Columbus loved the———. Even before he was ten years old he wanted to be a———.

In 1492 when he was 41 years old he sailed from Palos in Spain. He wanted to reach India by sailing westwards from Spain. It was a difficult———. His wooden———were not as strong as the modern iron ships. They were helpless against———. The men Columbus took with him were not as——— as he was. They were———. Food was another difficulty. They could not store all the———, fruit and meat they wanted for the long———.

Columbus and his men sailed westwards for days and weeks. ———they saw no land for a long time. Their fears grew. They were also———.

"We can't sail on," they said. "He is mad. Let's go back to Spain. Let him go———India all by himself."

Columbus was disappointed. "You call yourselves sailors and you can't sail!" he said. "Give me three more days. If we do not see land on the third day we'll turn back."

He was lucky. On the third day they sighted land.

"Our Captain was right, wasn't he ?" said his men in———.

Columbus and his men went ashore on the——— island. The island was green with——— and trees. The people on the island were at first afraid of the visitors. But Columbus and his men gave them presents. Then the people became friendly. They even——— them with songs and dances.

LESSON 7

THE SARANGA BIRDS

Teaching Items :

12. How many of ? & replies
13. Which of ? & replies
21. (a) too (excessive)

New Words :

advice	delight	idea	remain
blind	flame*	nest	shame
care	fort*	partner	shell*
chick*	huge*	pity	wicked
clear(v)			

Dhrutharashtra was the king of Hasthinapura. He was blind, and so his brother, Pandu, ruled the kingdom in his name.

Dhrutharashtra had a hundred sons, called the Kauravas. Pandu only had five sons, and they were called the Pandavas. The Pandavas were good princes but all of the hundred Kauravas were wicked.

One day Dhrutharashtra sent for Yudhishtira, the eldest of the Pandavas. He said, "My sons are wicked and I don't want them to quarrel with you and your brothers. I want you to leave Hasthinapura and go to Kandavaprastha. That was, in fact, our old kingdom. You can build a new city there and live a happy life."

"If you want us to go there, we certainly will," Yudhishtira said. He went to his brothers and told them of Dhrutharashtra's advice.

Arjuna, one of the Pandavas, said, "Let me first go to Kandavaprastha and have a look at the place. If Lord Krishna comes with me, it will greatly help."

"I'll come with you," Lord Krishna said.

So Krishna and Arjuna went to Kandavaprastha.

"This place is too full of trees," Arjuna said.

“We cannot build a city in this forest, can we? What do we do with all these trees?”



“Let’s burn them.”

“That’s a good idea. We will burn the trees immediately”.

Arjuna and Krishna set fire to the trees and went back to Yudhishtira.



In one of the trees in this forest there lived a saranga bird. She had four chicks in her nest. She saw the fire at one end of the forest. It was spreading fast.

"There is a great fire in the forest, my dear little children," she said. "It is coming nearer and nearer minute by minute. Your father is away and will not come back. I can't carry away all the four of you; and you are too young to fly. How can I save you? I don't know."

"Dear mother," one of the chicks said, "we are not afraid to die. But we want you to fly away. You can bear more chicks and our family won't die if you are safe."

The mother bird now remembered the rat hole at the bottom of the tree. She pointed to it and said, "I will leave you in that hole and cover its mouth with sand. The heat won't harm you and you will be safe."

"But we don't want the rat in the hole to eat us up, mother. We will die in the fire."

"There is no rat there. Just now a kite came down and took away the rat."

"But there will be other rats in the hole. We don't want to go into it. Please leave us in the nest and fly away. The fire has come very near, and we don't want you to die. Fly, mother, fly."

At last the mother bird flew away. The brave young ones prayed to Lord Agni. "O Lord, have pity on us. We are alone, without our parents. Our father left us when we were in the shell; and our mother has just flown away. We are too young and have no wings. Please save us."

In a moment the tree caught fire and the flames leapt up. The branches fell down one by one and the tree became a stump of dark charcoal. But the chicks were safe, and nothing happened to them!

The mother bird was watching the fire from a distance. When the fire died out, she flew back to the tree. She was very, very happy when she saw her chicks safe. She took them under her wing and kissed them with delight.

After some time the father bird came to the tree. He saw his dear partner and said, "Where are our children, dear? How many of them are there? Are all of them safe?"

The mother bird did not reply.

"I can see all the four safe! But which of them is the eldest and which of them is the youngest?"

"How does that matter to you? You did not come here at all before the fire. You did not care for us. Where were you all these days? You can go back to the same place. We don't want you here now."

The father bird had no answer. He hung his head in shame and flew away.

The chicks grew up in a few days and flew to another forest with their dear mother.

* * * *

The Pandavas cleared the forest of all the burnt trees and built a beautiful city of huge palaces and tall forts. The Pandavas named the new city Indraprastha and lived there for twenty-three years.

A. Comprehension

Exercise 51:

I. Answer the following questions:

1. Why did the Pandavas go to Kandavaprastha?
2. Why did Krishna want Arjuna to burn the trees?
3. What did the mother bird say to the young ones when she saw the fire?
4. What did the young birds say to the mother?
5. What happened to the chicks when their tree caught fire?
6. What did the mother bird do after the fire died out?
7. Why did the father bird come to the tree?
8. What did the mother bird say to him?

Exercise 52:

II. Rearrange the following sentences in the right order:

Begin with sentence No. 5.

1. She wanted to stay with the chicks.
2. The chicks were safe and nothing happened to them.
3. The mother bird drove him away.
4. At last the mother bird flew away.
5. Krishna and Arjuna set fire to the trees.
6. The father bird came and saw the chicks.
7. The chicks wanted their mother to fly away.

8. The fire burnt down the tree.
9. The mother bird wanted the chicks not to die.
10. The mother bird was happy the chicks were safe.

B. Language

Exercise 53:

A	B	c	d	e	f
g	H	i	J	k	l

Fill in the blanks suitably. Choose your answers from the list below:

(How many of, which of, none of, all of, both of, four of, six of, eight of) There are twelve letters in the box.

- _____ them are capital letters?
- _____ them are capital letters.
- _____ them are small letters?
- _____ them are small letters.
- _____ them are English letters?
- _____ them are English letters.
- _____ them are Hindi letters?
- _____ them are Hindi letters.
- _____ them are there on the first line?
- _____ them are.
- _____ them are capital letters?

A and B are.

Now look at the last two letters in the second line.

- _____ them are small letters?
- _____ they are.

Exercise 54:

Join the following sentences using too:

Example: This suitcase is very heavy. I can't carry it.
This suitcase is too heavy to carry.

1. This coffee is very hot. I can't drink it.
2. Mr. Krishnan Kutty is very old. He can't walk.
3. Mr. Kumaran is very poor. He can't buy a radio.
4. The baby is very young. He can't walk.
5. Saleem is very short. He can't reach the top of the black-board.
6. The river is very wide. I can't swim across it.
7. The coolies are very tired. They can't work.
8. It is now very late. You can't catch the train.

Exercise 55:

Make sentences of the following pattern using the words given below:

An ant is a kind of insect.

Teak is a kind of wood.

1. Apple ——— fruit.
2. Meat ——— food.
3. Python ——— snake.
4. Parakeet ——— bird.
5. Kangaroo ——— animal.
6. Potato ——— vegetable.
7. Ovaltine ——— drink.
8. Wheat ——— corn.

Exercise 56:

Fill in the blanks with suitable words:

(shame, pity, advice, nests, flame, wicked, delight, idea, remained, partners, blind)

1. Birds live in ———.
2. A deaf man can't hear; a ——— man can't see.
3. Mr. A. Raman and Mr. R. Raman are ———. Between them they own a match factory.
4. ——— boys throw stones at dogs.
5. Balan's mother took ——— on the beggar and gave him a chappati.
6. After the fire nothing ——— of the house.
7. The headmaster read out Chandran's marks. Chandran only got 15 marks in Arithmetic. He hung his head in ———. He worked very hard, and to his great ——— he got eighty marks in the next examination.
8. You will get well if you follow your doctor's ———.

Exercise 57:

Study the following spelling change.

run + ing = run + n + ing = running.

Now add —ing to the verbs below:

out	———	slip	———
put	———	stop	———
drop	———	forget	———
get	———	shut	———
quarrel	———	sit	———
swim	———	knit	———

N. B: open + ing = opening kick + ing = kicking

LESSON 8
H. G. WELLS

Teaching Item:

10. someone, anyone, no one, everyone.

New Words:

air	crockery*	group
ambulance*	death	kidney*
bandage	famous	knock
business	feather*	period
busy	finish	wealth
companion*		

Bertie was a small thin boy. He was once playing with his friends on the streets.

"Bertie is very, very thin, isn't he?" one of the boys said.

"Yes, he is as light as a feather," another boy said.

The biggest boy in the group caught Bertie and threw him up. Poor Bertie was kicking his legs in the air.



"If only someone catches me, I won't fall down," Bertie thought. "But I don't think anyone will."

The boys clapped their hands and laughed. Not one of them moved. Bertie fell to the ground and broke his leg. Now everyone in the group felt sorry for him; but it was too late. No one could mend his leg.

An ambulance came and took Bertie to a hospital. Bertie was unconscious for hours. The doctors bandaged his leg and gave him some medicine.

When Bertie opened his eyes, he did not see any of his friends. "Where am I?" he thought.

"Bertie, Bertie," someone called him softly. He turned round and saw his mother. "Don't worry. You will be well," she said.

Bertie was in bed for a very long time. In a way his broken leg helped him to become one of the most famous writers in the world. When he was in bed, he read a lot of books. The doctors and nurses were surprised when he asked for more and more books.

"I haven't seen anyone like you, Bertie," one of the nurses said. "I gave you two books only this morning, and you have finished both of them!"

"I'm sorry, sister," Bertie replied, "I didn't know I like books so much. I want to read books because I have a broken leg and can't move about."

Bertie's full name was Herbert George Wells. People all over the world know him as H. G. Wells.

He came from a very poor family. His father ran a crockery shop and lived in a dark house with no windows. The business was bad, so he closed the shop. Herbert's mother went to Sussex and worked in a rich man's house. She lived with the servants, and Herbert often visited her. He then saw some of England's richest people and wondered at their wealth.

When Herbert was thirteen, he also went to work. He first worked in a shop. His work started at about five in

the morning and ended at seven in the evening. Fourteen hours a day was too long for him. He felt tired and sleepy during the afternoons. Sometimes he went to the underground room and read some books.

"This boy is too young to work," his master thought. "I have never seen him busy. I always find him sleepy. I don't want him in my shop." So Herbert was back in his home.

After some years Herbert wrote to his schoolmaster and asked him for help. The schoolmaster was very kind to him and gave him some work in his school.

One evening Herbert was playing football. One of the players knocked him down and Herbert's kidneys and right lung got damaged. Herbert was once again in hospital. The doctors gave him the best medicine and he got well after some months.

Herbert seldom moved out of his house for the next twelve years. During this period he wrote a large number of books. He never spent his time idly.

The first few books he wrote were dull. So he burned them. His later books became very well-known. He wrote at least two big books every year until his death in 1946. During his lifetime he wrote about seventy-five books. **THE INVISIBLE MAN, THE FIRST MEN IN THE MOON, TONOBUNGAY** and **THE SCIENCE OF LIFE** are some of his well-known books. You will read them when you grow up.

A. Comprehension

Exercise 58:

Answer the following questions:

1. What was Bertie's full name?
2. What did his father do?
3. Why did his mother go to work?
4. How did Bertie hurt his leg?
5. In a way Bertie's broken leg helped him. How?
6. Why did Herbert go to hospital later in his life?
7. Mention some of Herbert's well-known books.

B. Language*Exercise 59:*

Fill in the blanks with someone, anyone or no one:

1. I looked out. I didn't see ——— on the road.
2. I heard a knock. I opened the door. But there was—— there.
3. Does ——— know the answer to this question?
4. The shop was open, but I didn't see ——— there.
5. ——— came to me and asked for money. I gave him ten paise.
6. I can hear ——— in the next room. He is speaking English.
7. There isn't ——— in the next room. It is locked.
8. ——— knew the answer. So the teacher wrote it on the blackboard.
9. The woman is knitting a sweater for ———.

Exercise 60:

Write sentences to answer the following questions using the words given in brackets:

1. Did Harischandra ever tell a lie? (never)
2. Have you been to Madras? (three times)
3. Do you get up before five in the morning? (sometimes)
4. Do you speak English at home? (seldom)
5. Do you speak English in the English class? (always)
6. How often do you go to the pictures? (once a week)
7. Do you borrow books from your school library? (very often)
8. What time do you go to bed? (usually)

Exercise 61:

Read the following paragraph and answer the questions given below it:

There are six people in this room. Two of them are boys. The boy in pyjamas is from West Bengal. The boy in trousers is from Karnataka. The four others are girls. The girl near the door is the tallest. The girl near the window is the shortest. Both these girls speak Hindi. The girl in the blue frock speaks Punjabi and the girl with a red ribbon in her hair speaks Marathi.

1. Which boy is from Karnataka?
2. Which boy is from West Bengal?
3. Which girl speaks Marathi?
4. Which girl speaks Punjabi?
5. Which girl is the shortest?
6. Which girl is the tallest?

Exercise 62:

Fill in the blanks with the following words:

(by, to, into, at, from, in, with, of, about, off, for)

Mr. Khan works ——— a college. He is a clerk ——— the office. He works ——— 10 a. m. ——— 5 p. m. He lives ——— a small house ——— five kilometres ——— the college. No one else lives ——— him. He goes ——— college ——— bus.

One day he left his bus pass ——— home. The Inspector got ——— the bus ——— one ——— the stops.

"Ticket, please," he asked Mr. Khan. Mr. Khan looked ——— his pass ——— his pockets, but it was not there.

"I am sorry I left it ——— home," he said.

"Please buy a ticket then," the Inspector said.

Mr. Khan had no money. So he got ——— the bus and walked ——— the college.

Exercise 63:

Fill in the blanks with suitable words from the list below:

(wealth, famous, deaths, busy, finish, air, group, break, period, knocking, bandaged)

1. The tyre is flat. There is no ——— in it.
2. Someone is ——— at the door. Please open it.
3. Those men are building a wall. They won't ——— the work until Wednesday.
4. Columbus was a ——— sailor.
5. If you drop a piece of chalk, it will ———.
6. Mr. Ismail has three or four houses in the city. He is a man of great ———.
7. An old man fell down and broke his arm. The doctors ——— his arm and gave him an injection.
8. The shops are ——— before Deepavali.
9. Last year there were so many ——— from cholera.

Exercise 64:

1. Which do we eat—meet or meat?
2. Which is an animal—dear or deer?
3. Which shines during the day—sun or son?
4. Which do thieves do—steel or steal?
5. Which do we walk on—road or rode?
6. Which do we eat—rise or rice?
7. Which do we do with our ears—here or hear?
8. Which do we do at bus stops—wait or weight?
9. Which has a dog got—tale or tail?
10. Which do we do with a pen—right or write?
11. Which has sixty minutes—hour or our?
12. Which does a rat live in—whole or hole?

LESSON 9

KING JOHN AND THE ABBOT OF CANTERBURY

Teaching Items:

19. How much.....?
a little }
a lot } with uncountable
21. enough
23. still, yet, already



New Words:

abbey*	excellent	luxury*	sovereign*
abbot*	feed	pardon	spare
clown	greedy	sheep	tax
crown*	humble	shepherd	worry
exact(ly)	jealous	shilling*	worth

(King John was a greedy king. He heard of the wealth of the Abbot of Canterbury and was jealous of him.)

Scene I

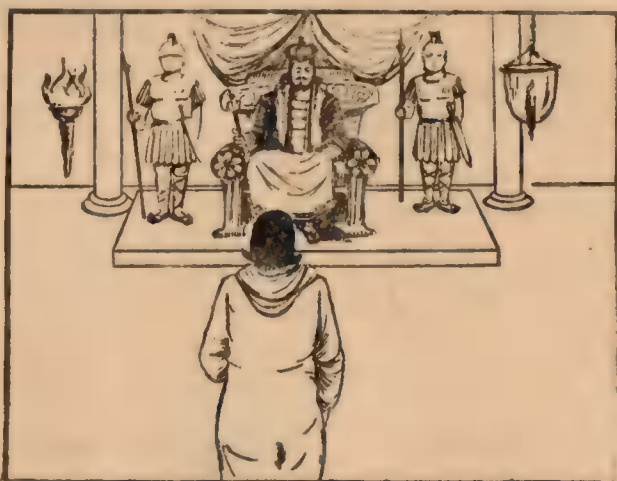
King John: Canterbury is not very far from London. Hasn't the Abbot come yet? We sent for him long ago.

Officer: We did, Your Majesty. Probably he's still on his way. Here he is!

King John: Ah Father Abbot! What a surprise! You haven't forgotten your king!

Abbot: My Lord, you sent for me— your humble servant.

King John: Oh yes, I did. Sit down Father Abbot, my humble servant! Now tell me: Your Abbey has a lot of wealth and I hear you spend a lot. But you haven't paid the taxes yet. Why is that? You eat well and dress well. And you have a number of servants in your Abbey. In fact, you are richer than your king.



Abbot: No, my Lord! I am not rich. I only spend a little and the money I spend is my own.

King John: Liar! How can you live a life of luxury if you only spend your own money? You will pay for your lie. You will not return to Canterbury with your head on your shoulders.

Abbot: What have I done, my Lord?

King John: Very little. You haven't done much for the poor people of my country.

Abbot: But we always feed the poor and.....

King John: Very well then.... I shall spare your life this time if you answer my questions.

Abbot: I have already answered your questions, my Lord!

King John: No, not those questions. Now listen. Here is the first question. How much am I worth?

Abbot: A lot, my Lord! A king is worth a lot.

King John: A lot? I know that. But exactly how much? And now, the second question. How long will I take if I want to ride round the world?

Abbot: Ride round the world? I can't answer that.....

King John: Listen! I haven't finished with you yet. Here is the most important question. What am I thinking now?

(The Abbot was sad)

Abbot: Your Majesty, these questions are too difficult for me. I am not clever enough to answer them now. But if you give me three weeks' time, I shall find the answers to your questions.

(The Abbot left the palace and rode back to his Abbey. He was sad. He could not answer the King's questions. And no one could help him. But one day he met his shepherd. The shepherd was on his way to the mountains.)

Scene II

Shepherd: Welcome home, my Lord! What news do you bring from the King?

Abbot: Sad news, shepherd. The king was very angry. He asked me three questions and gave me three weeks for the answers. Two weeks are already over. If I do not go to him with the answers next week, I shall die.

Shepherd: You won't die, my Lord. Don't worry. There is still one week more and a week is long enough. One can surely answer three questions in seven days. By the way, what are those three questions?

(The Abbot told the shepherd the three questions.)

Shepherd: Cheer up my Lord! Haven't you heard *this*? Sometimes even a fool can teach a wise man. Now lend me your horse and your clothes. I shall ride to London and answer those questions for you.
(The Abbot agreed. The shepherd rode to London.)

Scene III

Soldier: Your Majesty, the Abbot of Canterbury is waiting outside.

King John: Already? He has still three days more. Does he want to die? Let him if he wants to. Welcome, Father Abbot. Have you come with the answers? Let me give you those questions again. Make sure your answers are good enough. Here is the first question.

How much am I worth?

Abbot: Exactly twenty-five shillings, my Lord.

King John: So little? Why so, you fool?

Abbot: You are a sovereign, my Lord, and you wear a crown. Now, a sovereign is worth twenty shillings and a crown is worth five shillings. Twenty and five make twenty-five. Our King is worth twenty-five shillings! King John of England! Worth twenty-five shillings!

King John: Not so loud, you clown! Surely I'm worth a lot more.

Abbot: Not now my Lord!

King John: And now, the second question. How long will I take if, I want to ride round the world?

Abbot: If you rise with the sun and ride with him, you will take twenty-four hours.

King John: How clever! Round the world in twenty-four hours! Excellent. But wait. I haven't finished with you yet. There is still the third question. What am I thinking now?

Shepherd: You are thinking I am the Abbot of Canterbury.

King John: What? Aren't you the Abbot?

Shepherd: No, my Lord. I'm not. I am only his poor shepherd. Pardon me and my poor master, O King!

King John: A Shepherd—and yet so clever? From today you will be the Abbot of Canterbury in your master's place.

Shepherd: Me the Abbot, my Lord? I'm not good enough to be an Abbot. I'm worth very little..... I can't read; I can't write. People will laugh at me.

King John: Then take this gold ring. I am pleased with your answers. You will also get twenty-five shillings a week.

Shepherd: Thank you, my Lord. Thank you for your pardon. (The Shepherd rode back home and told the Abbot the whole story. "How much are you going to get a week?" the Abbot asked.

"Twenty-five shillings, my master," replied the shepherd. "But I don't want that money. I shall return to my sheep on the mountains.")

A. Comprehension

Exercise 65:

Say whether the following sentences are true or false:

1. King John was jealous of the Abbot of Canterbury.
2. The king sent for the Abbot.
3. King John was surprised when he saw the Abbot.
4. The king was kind to the Abbot.
5. The Abbot was a greedy man. He lived a life of luxury, but did very little for the poor people.

6. The king asked the Abbot three difficult questions.
7. The Abbot was able to answer them.
8. The shepherd went to see the king because he wanted to be the Abbot.
9. The king did not know he was a shepherd.
10. The king pardoned the shepherd, but not the Abbot.

Exercise 66:

King John put three questions to the Abbot of Canterbury.

- (i) What were the three questions?
- (ii) How did the shepherd answer the three questions?

B. Language

Exercise 67:

The train leaves at 6 p. m.

Now the time is 5.30 p. m.

Fill in the blanks in the following passage using the words still, yet and already.

Snehalatha: Hello Geetha! I had a lot of trouble with the taxi. Now, where can we buy our tickets?

Geetha: What! Haven't you bought yours——? I have—— bought mine. Hurry up!

Snehalatha: There is —— a long queue at the counter. It will take a long time. What's the time now? Is it six——?

Geetha: No, not —— . We have —— got half an hour more. Go and stand in the queue. The train hasn't come in——.

Exercise 68:

Look at the following examples:

Q. Why can't the shepherd be the Abbot?

A. He is not clever enough.

Now answer the following questions using the words given in brackets along with enough:

(i) Why wasn't the Abbot able to answer the king's questions? (clever)

(ii) Why didn't the animals choose the donkey as their king? (good)

(iii) Why didn't the shepherd want to be the Abbot? (clever)

(iv) Why didn't the animals make the deer their king? (strong)

(v) "Fools! What did they find in that elephant?" said the fox when he was all alone.

Why didn't he say so when the animals were there? (bold)

(vi) Why wasn't Guffiver able to escape from the giant farmer? (quick)

Exercise 69:

Answer the following questions using a lot and only a little.

Example: How much is an old tyre worth ?

An old tyre is worth only a little.

- (a) How much is a diamond ring worth ?
- (b) How much is a knife worth ?
- (c) How much is a gram of radium worth ?
- (d) How much is an old bicycle worth ?
- (e) How much is an aeroplane worth ?
- (f) How much is a ball-point pen worth ?
- (g) How much is a multi-storey building worth ?
- (h) How much is a race horse worth ?
- (i) How much is a kilo of salt worth ?

Exercise 70:

Fill in the blanks in the following sentences using words from the list below:

(clowns, exact, excellent, feed, greedy, humble, jealous, pardoned, shepherds, sheep, spared, tax, worth, worried)

- (a) I paid only Rs. 12,000 for this car, but it is ——— more.
- (b) The ——— in the circus we saw last night were very popular with the children.
- (c) The noise of the traffic ——— the patients in the hospital near the bus station.
- (d) Aurangzeb wanted the Hindus to pay a special ——— called the Jizia.
- (e) The shepherd asked King John for mercy. The king ——— the shepherd and also ——— his master's life.
- (f) Nurses look after patients. ——— look after sheep.
- (g) Pupil: Sir, Narayan is calling me names!
Teacher: What did he say? Give me his ——— words.
- (h) A baby cannot ——— itself.
- (i) “———,” said Geetha's father when she showed him her school report. But her brother was ——— of her. He did not congratulate her.
- (j) King Midas had a lot of wealth. But he was not happy because he was ——— and wanted more wealth.

Exercise 71:

Punctuate the following passage:

the shepherd rode back home and told the abbot the whole story how much are you going to get a week the abbot asked twenty-five shillings my master replied the shepherd but i dont want that money i shall return to my sheep on the mountains.

LESSON 10

THE TITANIC

Teaching Items:

8. something, anything, nothing.
11. Possessive pronouns used predicatively.
15. some, any, none.

New Words:

ahead*	crash	mild*	sail
bank(er)	duty	nervous*	sink
calm	glide*	ocean	swing
carefree*	iceberg*	pet	(un)usual
clear	level	publisher*	water-tight
close(adj.)	life-boat*	rescue	wildly*

On April 10, 1912 the Titanic—the largest and most luxurious ship ever built—sailed from Southampton for New York. She was 882.5 feet long and carried over 2000 people. “The Titanic can never sink,” said her builders.

It was April 14th. The night was calm and clear. There was no moon, but there was bright starlight. The Atlantic was like a sheet of glass—smooth and level. Fleet and Lee were the two ‘look-outs’ on duty that night. They were ‘the eyes of the ship’. They were watching. They looked at the calm sea. They looked at the clear sky. They also looked at the beautiful dogs the rich passengers were carrying.

Some of the passengers were talking about their dogs.

“Where’s my pet?” asked Harper, one of the passengers. He was a rich publisher.

“There,” said Daniel and pointed to his own dog. Daniel was a big banker.

"That's not mine. It's a bull-dog. It's yours," replied Harper. "Where are you, my love?.....Oh yes, there you are!"

"Found him?" asked Daniel.

"Yes," replied Harper. "Come on, my pet..... Robert, I haven't seen Julie's animal. Is that one there hers?"

"No, it isn't," replied Daniel. "It's Rita's. There! That's hers."

"Beautiful, isn't it?" said Harper. "Aren't any of Moore's dogs making the trip? I want to see them."

"I don't think they are. But they are not his. His brother bought them," replied Daniel.

It was warm and comfortable inside the huge ship. But outside it was cold and windy. Fleet and Lee were feeling cold. The sea was still calm. The night was clear. It was 11:40 p.m. The watch was almost over and there was nothing unusual. The Titanic was racing across the sea.

Suddenly Fleet saw something ahead. It was dark and small. "An iceberg?" he wondered. "Let me wait and see."

It was an iceberg and it was growing bigger and coming closer. Fleet was nervous. He rang the ship's bell.

"What's the matter?" asked a voice. "Anything serious?"

"Yes, an iceberg ahead," replied Fleet.

"Thank you," the voice said. But nothing happened.

The ship did not even turn. Both Fleet and Lee watched the iceberg. It was like a huge mountain. They were frightened. Suddenly something happened to the ship—the front of the ship swung to the left and the iceberg glided by along the right side of the ship.

"Has anything happened to the ship?" wondered Fleet. "Impossible! Nothing can happen to the Titanic. She can never sink."

But another officer saw something strange in the air-pieces of ice. Then he felt a difference in the sound of the engines. He also saw the huge iceberg—perhaps 100 ft. above the water—at the back of the ship.

The night was still clear. And the sea was calm. Life inside the ship was as smooth as the sea outside. The passengers were gay and carefree. Some were smoking, some were playing cards and some were drinking and chatting. But no one was talking about the iceberg. In fact no one knew about it. But, suddenly they were all on their feet. What happened? Did anyone hear the word 'Iceberg'? No, none. They only felt a mild shock. Perhaps the ship shook a little. But what is an iceberg? The Titanic can never sink. The passengers returned to their drinks, games and cigarettes. Some felt tired and went to bed.



Suddenly the engines of the ship stopped. The watertight doors crashed down and the sea flowed in. Soon the lights went out. The siren sounded and the telegraphs rang wildly. But it was too late. The Titanic was sinking. Only seven hundred passengers were able to get to the lifeboats. The rescue ships were not able to save any of the remaining passengers. In less than three hours the Titanic sank to the bottom of the ocean and about 1500 people lost their lives.

A. Comprehension

Exercise 72.

Answer the following questions:

1. "The Titanic can never sink," said her builder. Do you know why?
2. Why are Fleet and Lee called "the eyes of the ship"? What were they doing?
3. What did Fleet see? What did he do?
4. Did the Titanic strike an iceberg? How do you know?
5. What happened to the ship in the end?

Exercise 73:

Rearrange the following events as they happened in the story:

Begin with sentence No. 8

1. Suddenly the engines of the ship stopped.
2. Fleet rang the ship's bell. "An iceberg ahead," he said.
3. In less than three hours the Titanic sank to the bottom of the ocean and about 1500 people lost their lives.
4. Suddenly the front of the ship swung to the left; the iceberg glided by along the right side of the ship.
5. Some felt tired and went to bed.
6. "What is an iceberg? The Titanic can never sink," they thought.
7. The water-tight doors crashed down and the sea flowed in.
8. It was the night of April 14, 1912.
9. They returned to their drinks, games and cigarettes.
10. The Atlantic was like a sheet of glass—smooth and level.
11. It was an iceberg.
12. Fleet and Lee, the two look-outs on duty that night, were on the deck of the ship.
13. The passengers felt a mild shock.
14. Suddenly Fleet saw something ahead.
15. "Thank you," the Captain said.

B. Language*Exercise 74:*

Look at the picture below:



Now copy the sentences and put one of these words in each empty space: (something, anything, nothing)

1. There is — on the round table, but there is — on the square table.
2. What is there on the square table? There is a bowl. Is there — in the bowl? Yes, there is some fruit in it.
3. There is — in the postman's hand. It's a letter.
4. Is there — under the deck-chair? Yes, there is. What is it? It's a ball.
5. Is there — under the square table?
6. No, there isn't. There's — under the square table.

Exercise 75:

Look at the following example:

Q. Whose car is that?

A. It is his car.

or

It is his.

Now finish these:

1. Q. Whose sheep are those ?

A. They are his sheep.

or

2. Q. Whose coffee is this ?

A. It is her coffee.

or

3. Q. Whose book is that ?

A. It is my book.

or

4. Q. Whose shoes are these ?

A. They are your shoes.

or

5. Q. Whose house is that ?

A. It is their house.

or

6. Q. Whose stamps are these ?

A. They are our stamps.

or

Exercise 76:

Look at the following examination results:

Number of students who appeared for the examination	88
No. of boys	40
No. of girls	48
No. of distinctions	Nil
No. of first classes	18
No. of second classes	40
No. of passes	30

Now complete the following sentences using some, any, no one,
none.

Eighty-eight students sat for the PUC examinations.

Did ——— of them get a distinction ?

No, ——— got a distinction.

But all of them passed, — got a first class, — got a second class and — got a pass.

Did — of them fail? No, — of them failed.

The results are excellent.

Exercise 77:

Fill in the blanks in the following passage choosing words from the list below:

(calm, duty, close, rescued, sank, level, ocean, banker, clear, crashed, swung, sailing, unusual, pet)

- (a) The road was —. The car was racing along. Suddenly one of the front tyres punctured. The driver lost control. The car — to the right and — into a lorry. The driver of the car died. He was a rich —.
- (b) The big tanker was — from Bombay for Cochin. It was midnight. The night was clear and the sea was —. There was nothing —.

Suddenly one of the officers on — saw some smoke. "Fire," he shouted and rang the bell. But it was too late. In less than a minute the fire spread to the oil tanks.

The sailors lowered the life-boats and jumped into them. The tanker burst into flames.

Another ship saw the fire and sailed near, but it couldn't come — to the burning ship. It only — the sailors in the life-boats.

The sailors watched the tanker. It was sinking. Slowly it — to the bottom of the — with a loud hiss.

The Captain was very sad. He was not able to — over his — dog.

Exercise 78:

Your teacher will dictate this paragraph unit by unit. Listen to him carefully and write it in your books.

The passengers were gay and carefree. /Some were smoking, /some were playing cards/and some were drinking and chatting. /But no one was talking about the iceberg. /In fact/no one knew about the iceberg./ But suddenly they were all on their feet. /What happened? /Did anyone hear the word "iceberg"? /No, none. /They only felt a mild shock.

LESSON 11

A LETTER

Teaching Items :

29. more, some more, no more, many more, any more, a little more, a lot more, a few more, more (of).

New Words :

attend	develop	method*
chopstick*	fork*	need
complete	grown-up	public
course	independence	together
cultivation	information	

Dear Takamura,

Thank you very much for your kind letter and the beautiful picture cards of Tokyo. I can see huge buildings and busy shopping centres in these pictures. Tokyo looks as modern as any other city in the world. Please send me some more picture cards when you write to me next.

You have asked me to write to you about the villages of my country. They are much better since Independence. In fact the villages have developed a lot during the past twenty-five years. This is because of our Five Year Plans. Our Government plans for five years at a time. Their first Plan was from 1951 to 1956. As it worked well, we had three more Plans. These Five Year Plans have given our villages more schools, more roads, more wells, more of everything. But we need many more schools, many more roads, and many more wells. A few more Plans, I hope, will help us to get all these.

In olden times most boys and girls did not go to school. The parents wanted them to help them with their work.

A farmer's son was a farmer; a carpenter's son was a carpenter; a blacksmith's son was a blacksmith. But now a lot more parents send their children to school. They want them to learn to read and write.

A child first goes to a primary school and studies for four years. He then goes to an upper primary school and studies for three more years. Next he studies for three more years in a high school. When children complete the high school course, they go to a college in a nearby town. They want to become engineers and doctors and work for the country like the children in towns and cities.



There are also adult schools for grown-up men and women. A teacher comes to my village in a boat and holds free classes. He teaches reading, writing and arithmetic. Some years ago no more than five or six people attended his classes. Now many more people go to him. He sometimes takes them to the public park and gets them to listen to the radio. At the moment there is only one public radio in my village, but the Panchayat is going to buy one more radio.

Most villagers in my country are farmers and they work on small farms. About a year ago, an officer came to our village and spoke to the people on Japanese methods of cultivation. He also showed some films. Now the small farmers have joined together and bought a tractor. They are going to buy one more tractor next year.



The people in villages lead a simple life. Most of them live in huts or small houses. They sit on the floor and eat off banana leaves or plates. They do not use forks and knives. They do not use chopsticks as you do. They eat with their hands. Not all villagers sleep on beds. Many sleep on mats on the floor. People with a little more money sleep on cots. Very few homes have chairs and tables.

I am sending you some photographs and these will help to give you an idea of my village. As you will see, there are coconut groves, canals, boats and paddy fields. I am also sending you a small book on our Five Year Plans. You can read it if you want any more information. I am sure you will like it.

Yours sincerely,
RAGHU.

To

Master Takamura,
140, Broadway,
Tokyo,
JAPAN.

A. Comprehension

Exercise 79:

Answer the following questions :

1. Who has written this letter ?
2. Who has he written it to ?
3. What has he written about ?
4. How many Five Year Plans have we had ? When did we have them ?
5. What have these Plans given our villages ?
6. What are the various schools a child studies in ?
7. Write three or four sentences about adult-schools.
8. How have the Five Year Plans helped the farmers ?
9. What sort of life do the villagers lead ?

B. Language

Exercise 80 :

Make twelve sensible sentences from this table.

Remember some of the sentences you can make are incorrect.

Mr. Stone wants	some more many more a dozen more a few more a little more a lot more no more	money. oranges. sugar. shirts. eggs.
-----------------	--	--

Exercise 81 :

Fill in the blanks with full of or made of :

1. These chairs are ——— steel.
2. This basket is ——— oranges.
3. Those boxes are ——— matches.
4. That jug is ——— clay.
5. The hall is ——— people.
6. These pencils are ——— wood and lead.
7. This bag is ——— plastic.
8. That tub is ——— water.

Exercise 82 :

Fill in the blanks with since or for :

1. Murali has lived here ——— ten years.
2. Mohan has been in this city ——— a month.
3. Unni has been in this school ——— 1969.
4. We have been free ——— 15 August, 1947.
5. David has worked in this college ——— three years.
6. Mr. Rao has lived in this village ——— two years.
7. We have been here ——— last week.
8. Miss Malathi has worked in this school ——— five years now.

Exercise 83 :

Match the beginnings in A with their endings in B :

A	B
1. He can't read the book	if he has a dictionary.
2. The old man can't walk steadily	if he has a veena.
3. He can eat fast	if he doesn't have a walking-stick.
4. He can't touch the fan	if he doesn't put on his glasses.
5. He can play sweet music	if he has a fork and a spoon.
6. He can look up the words	if he stands on the floor.

Exercise 84 :

Fill in the blanks with suitable words from the list below :

(attended, information, cultivation, develop, public, complete, Independence, needs, together, grown-ups)

1. There is a ——— library in my village.
2. Mr. Narayanan has two sons. They are not children. They are ———.
3. We celebrate ——— Day on 15 August.
4. Many poor people got gifts of land. They ploughed the land, watered it and sowed seeds. They brought the land into ———.
5. Mr. Anandan wants to buy a car. He ——— ten thousand rupees.

6. The Chief Minister made a speech one evening. About five thousand people ——— the meeting.
7. Mr. Sait has four sons. They have their own families. But still they live ——— in a big house.
8. The farmer sows seeds and waters the field. After some days the seeds ——— into plants.

Exercise 85 :

Write down the opposites of the following words by putting in—, un—, non—, or dis— in front of them :

eg. kind x unkind

happy	x ———	common	x ———
honest	x ———	obey	x ———
lucky	x ———	well	x ———
real	x ———	sense	x ———
complete	x ———	wise	x ———
agree	x ———	pleasure	x ———

Exercise 86 :

Your teacher will dictate this paragraph unit by unit. Listen to him carefully and write it in your books.

The people in villages / lead a simple life. / Most of them / live in huts / or small houses. / They sit on the floor / and eat off banana leaves / or plates. They do not use / forks and knives. / Not all villagers / sleep on beds. / Many sleep / on mats on the floor. / People with a little more money / sleep on cots. / Very few homes / have chairs and tables.

Exercise 87 :

- I. Study the spelling change below :

bus + s = bus + e + s = buses

Now write down the plurals of the following words :

bench	_____	fox	_____
bush	_____	dish	_____
box	_____	ostrich	_____
branch	_____	pass	_____
class	_____	tax	_____
dress	_____	gas	_____

II. Study the spelling change below :

lady + s = **lad** + ie + s = **ladies**

Now write down the plurals of the following words :

body _____
 baby _____
 city _____
 family _____
 enemy _____
 story _____

company _____
 community _____
 lorry _____
 country _____
 fairy _____
 gipsy _____

NB : boy + s = boys

day + s = days

III. Study the spelling change below :

calf + s = **cal** + **ve** + s = **calves**

knife + s = **kni** + **ve** + s = **knives**

Now write down the plurals of the following words :

leaf _____
 loaf _____
 shelf _____
 thief _____

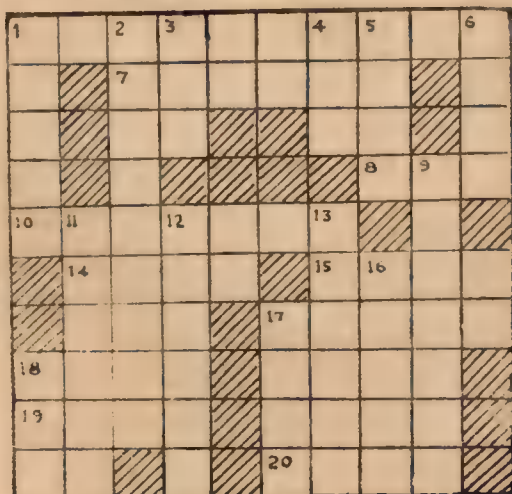
life _____
 wife _____
 half _____

Note : roof + s = roofs

dwarf + s = dwarfs

Exercise 88:

Solve the following Crossword Puzzle:



Across	Down
<p>1. This man makes things of iron</p> <p>7. ——— rock is called lava.</p> <p>8. A kind of corn (sing.)</p> <p>10. Great joy</p> <p>14. We find a lot of this on the seashore.</p> <p>15. Butter melts in ———.</p> <p>17. Jack is a very dull boy. He has no ———s.</p> <p>18. Meena is looking at her—— in the mirror.</p> <p>19. The door is ———, not shut.</p> <p>20. The boys—— in the playground every morning.</p>	<p>1. A —— man can't see.</p> <p>2. The —— carries wounded people to the hospital.</p> <p>3. The baby sleeps in a——.</p> <p>4. Cats ——.</p> <p>5. Sita has opened her bag. She is now looking —— it.</p> <p>6. In those days kings used to—— wild animals.</p> <p>9. Stand erect. Don't lean—— the wall.</p> <p>11. The thief made a hole in the wall. He wanted to—— from prison.</p> <p>12. Edison ——ed the gramophone.</p> <p>13. A King sits on a ——.</p> <p>16. This is a bird. It can fly high.</p> <p>17. If we press a torch, we get a —— of light.</p> <p>18. This is a cunning animal.</p>

LESSON 12

RADAR

Teaching Item :

25. for + —ing

New Words :

blow (up)	invent	radar*	set off
change	locate*	ray	shadow
explosive (n)*	modern	rudder*	steer
fog*	propeller*	scientist	understand

Have you heard of X-rays—the rays doctors use for making shadow pictures? Surely you have. Wilhelm Konrad Roentgen, a German scientist discovered those wonderful rays. They help doctors to see deep into the human body.

“Can we invent some kind of ‘death ray’?” the British Government asked Robert Watson-Watt one day in January 1935.

“Death ray? What’s that for?” wondered Watson-Watt. But the newspapers were full of ‘death ray’ stories. The heroes of these stories used ‘death rays’ for killing men and women, for stopping aeroplanes and motor cars and for setting off gunpowder and other explosives from a distance. Watson-Watt was not interested in ‘death rays’. In place of death rays he gave the British Government a new weapon.

Watson-Watt’s is not the only name in the history of radar. There were other scientists before him: Appleton, Barnett, Tuve and Bright. But Watson-Watt changed radar into a weapon. During the second world war (1939—1945) Britain used radar for locating and blowing up enemy ships and planes.

In lesson 10 you read the sad story of the Titanic. Perhaps you felt sorry for the unfortunate passengers. But

the story of the *Bismarck*—Nazi Germany's largest and most modern battle-ship—is just as sad. British ships located her with the help of radar and damaged her rudder and propeller.

“What’s a rudder for? And what’s a propeller for?” you may ask. A rudder is for turning or steering the ship and a propeller is for driving it.

Without the rudder and the propeller the *Bismarck* couldn’t escape. The British ships chased her and sank her. She went down with 2000 German sailors.



You have read about radar used as a weapon. Radar also has its peace-time uses. They use radar for guiding ships and planes through fog and cloud. Planes will not land or take off safely without radar.

Perhaps you are asking, “What is radar?” You are not old enough to understand it now. Ask your science teacher to explain it to you next year.

“Watson-Watt’s work has saved a million lives,” said one of his friend. Do you know why?

A. Comprehension

Exercise 89 :

Answer the following questions :

1. What do doctors use X-rays for?
2. What did the heroes of the 'death-ray' stories use 'death-rays' for?
3. What is a rudder for?
4. What is a propeller for?
5. What are the peace-time uses of radar?

Exercise 90 :

Say whether the following sentences are true or false. Correct the false ones and write all the sentences in your book :

- (i) Doctors use X-rays for making shadow pictures.
- (ii) X-ray photographs help doctors to see deep into the human body.
- (iii) Watson-Watt discovered the X-ray.
- (iv) During the second world war Britain used radar for locating enemy ships and planes.
- (v) The story of the Bismarck is as sad as the story of the Titanic.
- (vi) The Bismarck struck an iceberg and sank.
- (vii) British ships went to the rescue of the Bismarck.
- (viii) Radar hasn't got any peace-time uses.

B. Language

Exercise 91 :

Answer the following questions:

Example:

Q. What do we use a pen for?

A. We use a pen for writing on paper.

- (i) What does your teacher use a piece of chalk for?
- (ii) What do you use a key for?
- (iii) What does your sister use a needle for?
- (iv) What do you use a mirror for?
- (v) What does the gardener use a spade for?
- (vi) What does your mother use a knife for?

Exercise 92 :

Fill in the blanks in the following sentences using the words given below :

- (ray, shadows, modern, shadow, steer, set off, change, understand, scientists, blew up, discovered, invented)
- (i) Christopher Columbus ——— America in 1492.
 - (ii) James Watt ——— the steam engine.
 - (iii) During the war the enemy ——— many bridges.
 - (iv) Sir C. V. Raman is one of our greatest ———.
 - (v) You cannot ——— the car without the steering-wheel.
 - (vi) In a solar eclipse the ——— of the moon falls on the earth.
 - (vii) Caterpillars ——— into butterflies.
 - (viii) We did not ——— our Russian friend when he spoke to us in Russian.
 - (ix) Our ——— are longest just after sunrise and just before sunset.
 - (x) ——— English is different from the English Shakespeare spoke.
 - (xi) A ——— of light does not travel straight when it enters water. It bends.

Exercise 93 :

Punctuate the following passage :

death ray whats that for wondered watson watt but the newspapers were full of death ray stories the heroes of those stories used death rays for killing men and women for stopping aeroplanes and motor cars and for setting off gunpowder and other explosives at a distance watson watt was not interested in death rays.

Exercise 94 :

Your teacher will dictate this paragraph unit by unit. Listen to him carefully and write it in your books.

Suddenly the engines of the ships stopped. / The water-tight doors crashed down / and the sea flowed in. / Soon the lights went out. / The siren sounded / and the telegraphs rang wildly. / But it was too late. / The Titanic was sinking. / About seven hundred passengers / were able to get on the life-boats. / But the rescue ships / were not able to save / any of the remaining passengers. / In less than three hours / the Titanic sank to the bottom of the ocean / and about 1500 people lost their lives.

1. THE TOWN CHILD

I live in the town
In a street;
It is crowded with traffic
And feet;
There are buses and motors
And trams;
I wish there were meadows
And lambs.

The houses all wait
In a row.
There is smoke everywhere
That I go.
I don't like the noises
I hear—
I wish there were woods
Very near.

There is only one thing
That I love,
And that is the sky
Far above.
There is plenty of room
In the blue
For castles of clouds
And me, too!

2. THE COUNTRY CHILD

My home is a house
Near a wood
(I'd live in a street
If I could !)
The lanes are so quiet,
Oh, dear !
I do wish that someone
Lived near.

There is no one to play with
At all.
The trees are so high
And so tall :
And I should be lonely
For hours,
Were it not for the birds
And the flowers.

I wish that I lived
In a town—
To see all the trams
Going down
A twinkling street
That is bright
With wonderful colours
At night.

3. THE BALLOON MAN

He always comes on market days,
And holds balloons—a lovely bunch—
And in the market square he stays,
And never seems to think of lunch.

They're red and purple, blue and green
And when it is a sunny day
Tho' carts and people get between
You see them shining far away.

And some are big and some are small,
All tied together with a string,
And if there is a wind at all
They tug and tug like anything.

Some day perhaps he'll let them go
And we shall see them sailing high,
And stand and watch them from below—
They *would* look pretty in the sky!

ROSE FYLEMAN

4. FROGS AT SCHOOL

Twenty froggies went to school
Down beside a rushy pool ;
Twenty little coats of green,
Twenty vests all white and clean.

"We must be in time," said they,
"First we study, then we play
That is how we keep the rule,
When we froggies go to school."

Master Bullfrog, grave and stern,
Called the classes in their turn ;
Taught them how to nobly strive,
Likewise how to leap and dive.

From his seat upon a log,
Showed them how to say, "Ker-chog!"
Also how to dodge a blow
From the sticks which bad boys throw.

Twenty froggies grew up fast ;
Bullfrogs they became at last.
Not one dunce was in the lot,
Not one lesson they forgot.

Polished in a high degree,
As each froggy ought to be,
Now they sit on other logs,
Teaching other little frogs.

GEORGE COOPER

5. DRIVE THE NAIL ARIGHT

Drive the nail aright, boys;
Hit it on the head;
Strike with all your might, boys,
While the iron's red.

When you've work to do, boys,
Do it with a will;
They who reach the top, boys,
First must climb the hill.

Standing at the foot, boys,
Looking at the sky,
How can you get up, boys,
If you never try?

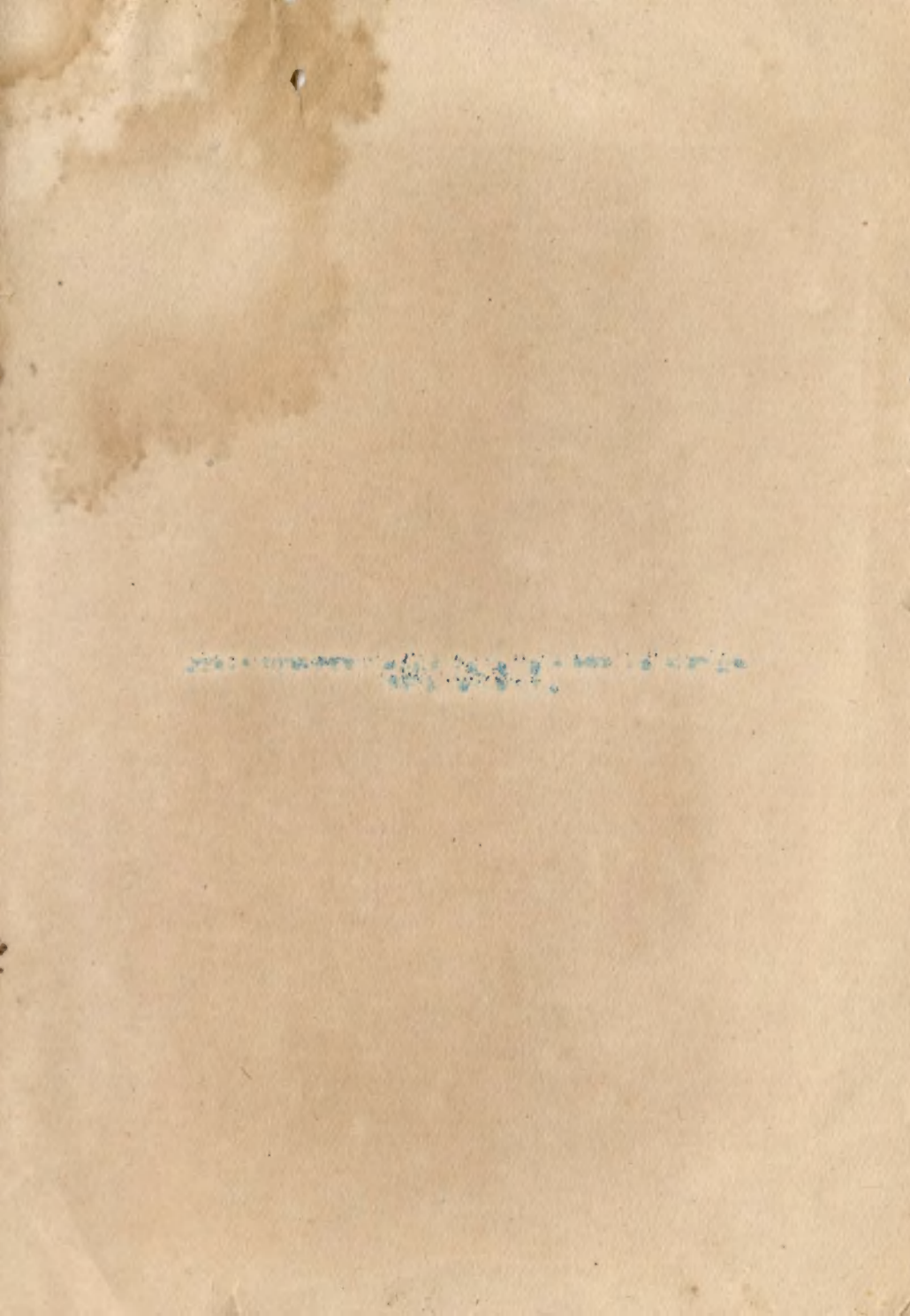
Though you stumble oft, boys,
Never be downcast;
Try, and try again, boys—
You will win at last.

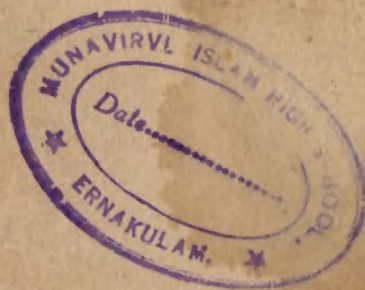
Drive the nail aright, boys;
Hit it on the head;
Strike with all your might, boys;
While the iron's red.

6. THE MOUNTAIN AND THE SQUIRREL

The mountain and the squirrel
Had a quarrel,
And the former called the latter "Little prig".
Bun replied,
"You are doubtless very big ;
But all sorts of things and weather
Must be taken in together
To make up a year
And a sphere.
And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I,
And not half so spry :
I'll not deny you make
A very pretty squirrel track.
Talents differ; all is well and wisely put ;
If I cannot carry forests on my back,
Neither can you crack a nut."

R. W. EMERSON





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